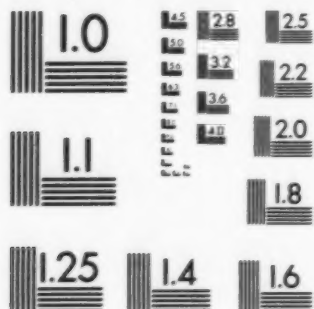


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BIBLIOGRAPHY ON RELATIONS BETWEEN BODY AND MIND

L. Daniels

REPORTS

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BIBLIOGRAPHY ON RELATIONS BETWEEN BODY AND MIND

REPORT TO THE

Educational Research Institute of B.C.

by LeRoi Daniels, University of B.C.

Discretionary Grant #343

Purpose of the Project :

This project is part of a larger one. The larger project involves an attempt to rethink, using recent ideas from the philosophy of mind, the nature of the so-called 'affective domain'. In this part of the larger project we have surveyed recent literature in psychology and philosophy on the problematic area of the relationships between mind and body. An appreciation of the complexities of these relationships is helpful in attempting to understand what is possible if educational goals include, for example, initiation of students into the connections between emotions and reasons. It is helpful also, for an educator, if he wants to argue for a particular view of the 'affective domain', to have some idea of the way these fundamental relationships are conceived by psychologists. For about twenty years, the professional and research literature of education has been dominated by a tripartite 'model' which assumes that each person must be regarded as comprising cognitive, psycho-motor & affective components. The aim of the larger project is to show that this model is incorrect and pedagogically misleading.

Methodology :

Four people have been involved in the sub-project, financed by ERIBC and by two other sources as well. Two people, whom I shall call 'reporting researchers', read articles and scanned books (selected as indicated below) and produced abstracts with the nature of the project in mind. A third person has entered as much of the data gathered as finances have permitted into a computer file. The attached list is produced from that file. We used the major bibliographic publications of philosophy & psychology, Psychological Abstracts & Philosopher's Index, starting from the most recent publications and working backwards in time. At the outset of the sub-project, the senior researcher

checked the early submissions and abstracts and discussed these with the reporting researcher so that a standard of expectations was established. This was not difficult as the work of the reporting researchers was excellent.

Conclusions :

The literature on the question addressed is enormous. The approaches adopted are extremely varied. It is clear that we do not yet have any coherent or satisfactory view of the relationships between body and mind. It is clear that our brain is in our head; it is not at all clear where our mind is - in fact, it is clear that even raising such a question misses the point of the nature of 'the mind'. We hope, at some future time, to be able to pull together the literature compiled into a production that will enable educational researchers to appreciate the assumptions on which they operate - and the frailty of those assumptions. We greatly appreciate the support of the ERIBC in this project - particularly with its philosophical intentions.

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Participants :

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